LEAPHART ELEMENTARY

120 Piney Grove Road
Columbia, SC 29210

Grades	PK-5 Elementary School	
Enrollment	483 Students	
Principal	Rebecca McKenzie-	803-476-4700
Superintendent	Dr. Herbert Berg	803-476-8116
Board Chair	Robert Gantt	803-781-5408

THE STATE OF SOUTH CAROLINA
2010 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2010	**Average**	**Average**
2009	Average	Average
2008	Average	At-Risk
2007	Average	At-Risk
2006	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating
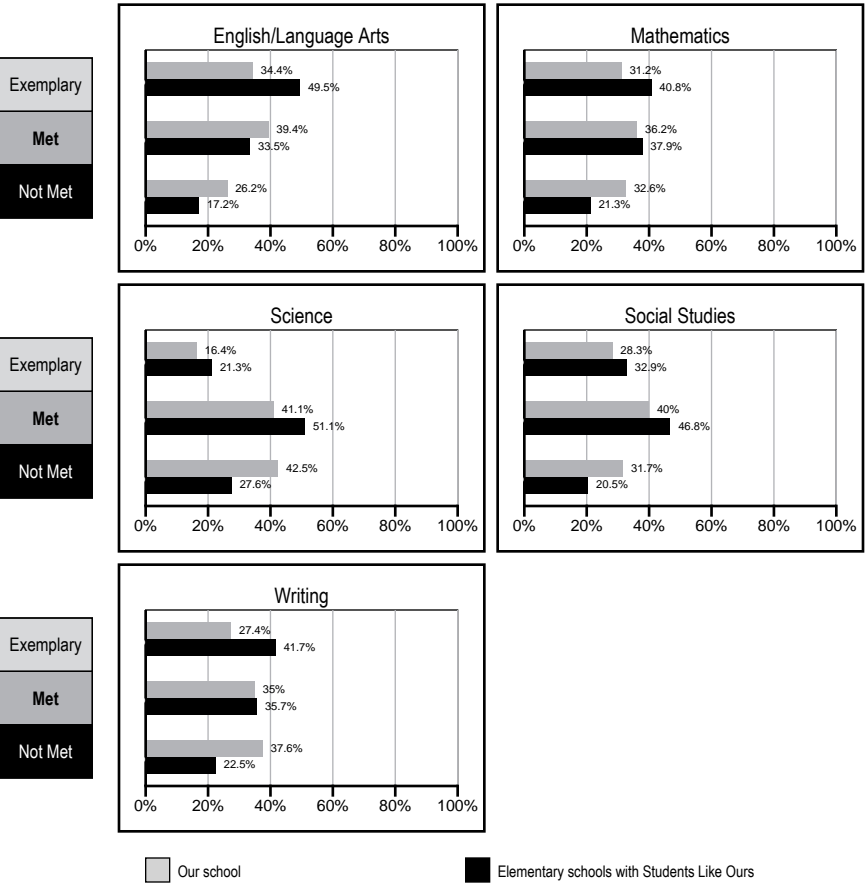
Percent of students tested in 2009-10 whose 2008-09 test scores were located | **95.6%**

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
30	32	25	0	0

* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	34.4%	49.5%
Met	39.4%	33.5%
Not Met	26.2%	17.2%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	31.2%	40.8%
Met	36.2%	37.9%
Not Met	32.6%	21.3%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	16.4%	21.3%
Met	41.1%	51.1%
Not Met	42.5%	27.6%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	28.3%	32.9%
Met	40%	46.8%
Not Met	31.7%	20.5%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	27.4%	41.7%
Met	35%	35.7%
Not Met	37.6%	22.5%

Legend: ▢ Our school   ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=483)				
First graders who attended full-day kindergarten	100.0%	Up from 97.5%	100.0%	100.0%
Retention rate	0.0%	Down from 0.6%	1.0%	1.2%
Attendance rate	99.9%	Up from 96.8%	96.4%	96.1%
Eligible for gifted and talented	16.9%	Up from 15.8%	17.0%	11.7%
With disabilities other than speech	6.5%	Up from 5.8%	7.1%	8.0%
Older than usual for grade	0.0%	No Change	0.3%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=44)				
Teachers with advanced degrees	63.6%	Down from 68.1%	62.5%	60.5%
Continuing contract teachers	84.1%	Up from 80.9%	86.7%	84.6%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	79.4%	Up from 78.4%	90.0%	87.0%
Teacher attendance rate	94.0%	Down from 94.9%	95.8%	95.4%
Average teacher salary*	$48,360	Down 2.2%	$48,579	$47,288
Professional development days/teacher	11.9 days	Down from 14.4 days	11.4 days	10.5 days
School				
Principal's years at school	4.0	Up from 3.0	4.0	4.0
Student-teacher ratio in core subjects	16.8 to 1	No Change	19.9 to 1	19.2 to 1
Prime instructional time	92.5%	Up from 90.2%	91.8%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$10,442	Up 12.1%	$7,239	$7,548
Percent of expenditures for instruction**	65.0%	Down from 65.6%	69.2%	68.7%
Percent of expenditures for teacher salaries**	64.0%	Up from 63.8%	66.0%	65.1%

*   Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

"Learn-Excel-Achieve-Possibilities" encompasses our belief and vision for all children. The LEAPhart Engineering Arts Program (LEAP) will continue as a full implementation K-5 magnet STEM (science, technology, engineering, and mathematics) program. The mission of LEAP is to inspire, challenge, and empower all students by providing a rigorous problem-solving curriculum.

As the 2010-11 school year opens, approximately three-quarters of our facility will have undergone renovation. Technology infrastructure for our core areas (computer lab, media center, and theater), as well as for our primary classrooms, will have been completed. We are very excited to pilot "SMART Suite Classroom" in targeted classrooms in grades 3, 4, and 5. We will continue to utilize mobile laptop carts to enhance instruction throughout our building. Use of the SMART Response system to provide formative assessments to inform mathematics instructional planning was begun this past year. We will continue to refine its use, as well as expand it to involve science instruction.

Reading instruction will be a primary focus. Balanced literacy, with an added framework of units of study, based on the research and work of Lucy Caulkins, will enhance our instructional practice. Our professional development will incorporate renewed emphasis on all components of balance literacy, particularly guided reading. The Literacy Coach will be central to professional development efforts.

Leaphart Elementary School will be one of four schools in Lexington-Richland Five to pilot a Response to Intervention (RTI) plan. Reading specialists will be responsible for addressing the needs of at-risk students through the use of specific TIER II programs.   Use of DIBELS and MAP assessment data will serve as the universal screening tool.

Professional development through collaborative efforts with the University of South Carolina College of Mechanical Engineering will support our continued learning of engineering concepts. Curriculum writing will continue through the integration of engineering into science and social studies units of study.

We appreciate the combined efforts of very involved PTO and SIC parent and community groups. The fundraising efforts of the PTO provide monetary support for materials and programs that we would otherwise not enjoy. Parental involvement in family oriented activities such as Science Inquiry Night, Math Night at Bi-Lo, and Breakfast and Books, to name a few, are opportunities for parents to engage in learning activities with their child.

Building children of character is also important. Students are encouraged to "REACH" for the best through the pillars of character that include respect, encouragement, attitude, character, and hope. We support continued implementation of the Responsive Classroom approach; in addition, teachers are being trained in "Time to Teach" to reinforce effective classroom management techniques.

Thank you for the opportunity to be a part of the lives of your children so they may "Learn-Excel-Achieve-Possibilities" at LEAPhart Elementary School.

Rebecca McKenzie-Appling, Principal
Michael Johnson, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	39	89	29
Percent satisfied with learning environment	56.4%	79.5%	82.8%
Percent satisfied with social and physical environment	64.1%	77.3%	69.0%
Percent satisfied with school-home relations	83.8%	87.6%	92.9%

*   Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress | YES

This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	99.9%	94.0%*	Yes

* Or greater than last year

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	240	99.6	25.9	39.5	34.5	85.5	90.5	83.5	Yes	Yes
Gender										
Male	123	99.2	35.5	31.8	32.7	79.1	87.7	80.1	N/A	N/A
Female	117	100	16.4	47.3	36.4	91.8	93.5	87	N/A	N/A
Racial/Ethnic Group										
White	123	100	15.1	37.8	47.1	93.3	94.8	89.6	Yes	Yes
African American	101	99	39.6	39.6	20.9	73.6	80.7	74.6	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	94.2	92.7	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	88.3	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	85.1	I/S	I/S
Disability Status										
Disabled	31	100	65.5	20.7	13.8	58.6	66.1	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	89.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	103	99	37	40.2	22.8	82.6	81.4	76.9	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	240	99.6	32.3	36.4	31.4	83.2	90.4	80.4	Yes	Yes
Gender										
Male	123	99.2	35.5	31.8	32.7	76.4	88.9	78.4	N/A	N/A
Female	117	100	29.1	40.9	30	90	91.9	82.5	N/A	N/A
Racial/Ethnic Group										
White	123	100	17.6	38.7	43.7	92.4	94.8	87.8	Yes	Yes
African American	101	99	48.4	35.2	16.5	72.5	80.1	69.3	Yes	Yes
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	93.7	93.5	I/S	I/S
Hispanic	6	I/S	I/S	I/S	I/S	I/S	87.6	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	83.2	I/S	I/S
Disability Status										
Disabled	31	100	72.4	20.7	6.9	55.2	65	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	88	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	103	99	51.1	29.3	19.6	72.8	79.4	72.8	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	160	100	42.5	41.1	16.4	57.5	81.1	67.3
Gender								
Male	77	100	42.6	36.8	20.6	57.4	80.2	66.9
Female	83	100	42.3	44.9	12.8	57.7	82	67.7
Racial/Ethnic Group								
White	75	100	25.4	46.5	28.2	74.6	88.8	79.6
African American	75	100	59.4	34.8	5.8	40.6	63.8	49.7
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	85.5	84.4
Hispanic	3	I/S	I/S	I/S	I/S	I/S	68.3	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5
Disability Status								
Disabled	22	100	70	25	5	30	52.9	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	36.5
English Proficiency								
Limited English Proficient	7	I/S	I/S	I/S	I/S	I/S	71.9	58.6
Socio-Economic Status								
Subsidized meals	65	100	59.6	33.3	7	40.4	63.8	55.4
Social Studies								
All Students	156	100	32.2	39.7	28.1	67.8	84.4	70.9
Gender								
Male	81	100	36	36	28	64	83.4	70.1
Female	75	100	28.2	43.7	28.2	71.8	85.4	71.7
Racial/Ethnic Group								
White	82	100	17.5	41.3	41.3	82.5	89.2	79.2
African American	66	100	49.2	39	11.9	50.8	73.2	58.4
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88.5	86.8
Hispanic	4	I/S	I/S	I/S	I/S	I/S	80.2	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	21	100	66.7	28.6	4.8	33.3	58.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	55
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	81.6	68
Socio-Economic Status								
Subsidized meals	68	100	48.4	38.7	12.9	51.6	71.7	60.8

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	241	98.8	36.8	35.4	27.8	63.2	81	72.1	99.9	98.8
Gender										
Male	126	97.6	47.3	30.4	22.3	52.7	75.2	65.2	99.9	98.7
Female	115	100	26.1	40.5	33.3	73.9	86.9	79.2	99.9	98.8
Racial/Ethnic Group										
White	126	99.2	26.4	35.5	38	73.6	87.5	80.8	99.9	98.8
African American	100	98	51.6	34.1	14.3	48.4	66	59.7	99.9	98.7
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	88.8	87	99.9	99.3
Hispanic	4	I/S	I/S	I/S	I/S	I/S	74.5	64.6	99.9	99
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.4	N/A	99
Disability Status										
Disabled	30	100	N/AV	N/AV	N/AV	25	39.4	27.7	99.9	98.7
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	63.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75.6	63.7	99.9	99.2
Socio-Economic Status										
Subsidized meals	106	98.1	49	35.4	15.6	51	64.4	61.9	99.9	98.5

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
			English/Language Arts				
2009	3	80	100	20.8	20.8	58.3	79.2
	4	104	100	29.5	25.3	45.3	70.5
	5	89	100	20.7	40.2	39	79.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	70	98.6	19	34.9	46	81
	4	77	100	29	43.5	27.5	71
	5	93	100	28.4	39.8	31.8	71.6
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
			Mathematics				
2009	3	80	100	29.2	33.3	37.5	70.8
	4	104	100	24.2	45.3	30.5	75.8
	5	89	100	34.1	37.8	28	65.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	70	98.6	30.2	31.7	38.1	69.8
	4	77	100	30.4	40.6	29	69.6
	5	93	100	35.2	36.4	28.4	64.8
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
			Science				
2009	3	40	100	29.7	43.2	27	70.3
	4	104	100	32.6	51.6	15.8	67.4
	5	45	100	26.8	61	12.2	73.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	35	100	53.1	18.8	28.1	46.9
	4	77	100	35.7	51.4	12.9	64.3
	5	48	100	45.5	40.9	13.6	54.5
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	40	100	20	48.6	31.4	80
	4	104	100	26.3	49.5	24.2	73.7
	5	44	100	34.1	36.6	29.3	65.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	34	100	21.9	28.1	50	78.1
	4	77	100	35.7	41.4	22.9	64.3
	5	45	100	34.1	45.5	20.5	65.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	81	100	34.2	28.8	37	65.8
	4	105	100	35.4	32.3	32.3	64.6
	5	89	98.9	36.6	31.7	31.7	63.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2010	3	73	100	37.3	37.3	25.4	62.7
	4	76	96.1	36.8	41.2	22.1	63.2
	5	92	100	36.4	29.5	34.1	63.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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